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Liverpool City Region *and Beyond*
Early Years Stronger Practice Hub

Newsletter

August 2024

Welcome to our Liverpool City Region and Beyond Early Years Stronger Practice Hub August newsletter.

We hope you are able to have a break at some point during August as well as reflecting on your work with the children. Diane Boyd in her article has reflected on our Beach School Taster sessions we offered during May, June and July. If you are interested in Beach School Taster sessions or Forest School Taster sessions for the autumn please email on SpHubNW@evertoncentre.liverpool.sch.uk and we will see if we can provide a session near you.

At the beginning of August we had our Ofsted update online training from School Improvement Liverpool. If you missed the session, please email SpHubNW@evertoncentre.liverpool.sch.uk and we will send you the recording.

As part of our legacy we aim to have more recordings online for early years practitioners to access. Have you managed to watch Craig and Pip from East Prescott Nursery School, Liverpool yet? They have developed an online recording on how to use a range of musical instruments. Childminders across our Hub have the opportunity to borrow a musical instruments bag but many early years educators will have these musical instruments in their provision. See further in this newsletter for more details.

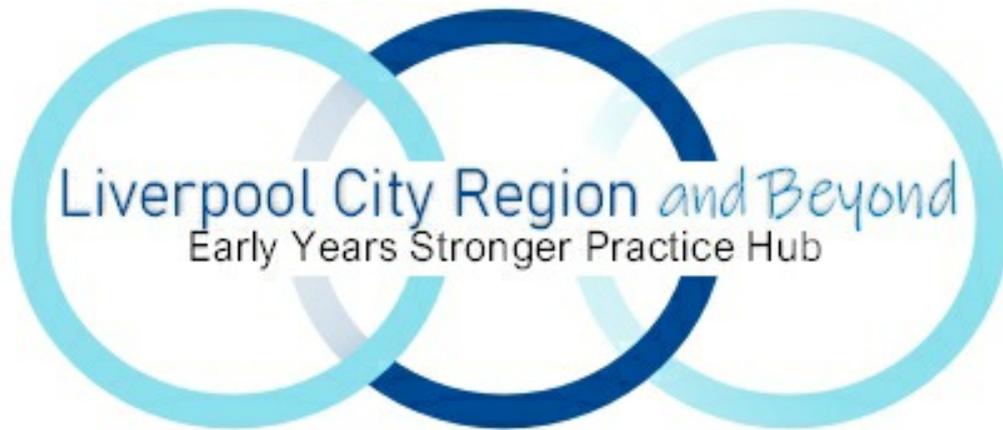
Have you viewed the OAP yet? Amanda, one of our Hub team has put together a recording on OAP (Ordinary Available Provision) in early years.

If you would like to watch these recordings or our previous recordings re mathematics, early emotions and sensory curriculum, please email us on: SpHubNW@evertoncentre.liverpool.sch.uk

We are developing other online recordings on the following:
Communication and Language strategies to improve communication
Movement / Physical Development
Outdoor learning environment and activity ideas
PSED
Behaviour support - general good practice ideas
Let us know if you require other areas of support.
Don't forget Dingleys and Nasen Golden Key SEND opportunities advertised in this newsletter too.
Have a good summer.



Lesley Curtis
Programme Lead for Liverpool City Region and Beyond Early Years Stronger Practice Hub



August 2024 issue

Welcome, CPD, Nasen Golden Key programme, SPHub Feedback Form, Talking Time, EEF Self Regulation and Executive Function, Ordinarily Available Provision in the EYFS, Dingley's Promise, The Importance of utilizing beach Kindy through the inner and outer senses by Dr. Diane Boyd, Childminding Drop In.

[Liverpool City Region and Beyond Early Years Stronger Practice Hub Continual Professional Development Opportunities](#)

All CPD sessions are open to all Early Years practitioners in the Liverpool City Region and Beyond Stronger Practice Hub Local Authorities. To book on any CPD session live or recorded email: sphubnw@evertoncentre.liverpool.sch.uk

Our themes linking to research throughout July and August are:

Mathematics, Nursery Rhymes, PEEP and SEND.

SIL Early Years Briefing for PVI nurseries and childminding settings.

Tuesday 6th August 1:00pm -3:00pm Online.

[MATHEMATICS RECORDED ONLINE](#) - Rebecca Morgan (Nursery Teacher) has recorded a practical session online to share with colleagues to explore mathematics. Email the sph email if you would like to access the session via Vimeo.

[EARLY EMOTIONS RECORDED ONLINE](#)

An introduction to early emotional health, the issues children face and links to socio-economic backgrounds, previously by Kaya Doyle (Hub Manager) online live.

Now available as a recorded session - email sph email if you would like to access a recorded session for CPD for yourself or your setting.

[SENSORY CURRICULUM RECORDED ONLINE](#) - email our sph email address if you would like to access for your school or setting a recorded session from Emma-Louise Scott (Nurture Teacher) sharing her experiences and practical examples of a sensory curriculum.

LEARNING WALKS

Are you looking for a Learning Walk in another school or setting to see early years in action? We have the following on offer. Please email the sph email if you would like to book on.

East Prescot Nursery School, East Prescot Road, Liverpool, Merseyside, L14 1PW -
Wednesday 25th September at 9.30am - 11.45a.m

If you wish to offer your setting for a learning walk to share practice especially linked to research in communication or early mathematics, let us know via email on sphubnw@evertoncentre.liverpool.sch.uk

FUTURE SESSION: PEEP - have you signed up to become a PEEP trainer for your local authority?

We are looking for three PEEP trainers for each of the 10 Local Authorities we are working with. If you are interested in finding out more about this CPD session email the sph email address and register your interest. Kaya Doyle (Hub Programme Manager) will contact you with more details.

DINGLEY'S PROMISE

If you are a Liverpool practitioner you can access Dingley's Promise free. Please register at the following: Click the link, register, then access whenever suits.
<https://dingley.org.uk/dingleys-promise-training/early-years-inclusion-programme/>
Outside of Liverpool please look at the Dingley's Promise website for more information. If you would like to access any of the modules please register an interest in the sph email address. <https://dingley.org.uk/>

Nasen Golden Key - If you are in a nursery school or primary school with a nursery class or private and voluntary early years setting and wish to attend the Nasen Golden Key programme offered FREE through Liverpool City Region and Beyond Early Years Stronger Practice Hub please register through the QR code. Each Local Authority have upto 30 FREE places, so register early.

CHILDMINDER INFORMATION:

CHILDMINDER SPEECH AND LANGUAGE DROP IN

Calling All Childminders in Liverpool City Region - Come and meet Rachel Barrett, speech and language therapist from TalkAboutTown at our childminder drop in at Everton Nursery School and Family Centre, Spencer Street, L6 2WF on Friday 26th July, Friday 16th August 9.30a.m. to 11a.m. to discuss any speech and language concerns or ask about Wellcomm.

Bring your children to the drop-in and colleagues will support while you speak with Rachel in the drop-in.

CHILDMINDER DROP IN

Every Monday 9.30-11.30a.m. at Deysbrook Community Centre, Liverpool, L12 4XF.
Every Wednesday 9.30-11.30a.m., term time, St Hilda's Church Hall, Hunts Cross, Stuart Avenue, Liverpool, L25 0NG
Every Friday 9.30-11.00a.m. at Everton Nursery School and Family Centre, Spencer Street, Liverpool, L6 2WF.

WELLCOMM BAGS

If you are a Liverpool Childminder and wish to borrow a Wellcomm bag to use with your children, email the sph email as we can support you and loan a Wellcomm bag to you for a period of time.

If you have attended a Liverpool City Region and Beyond Early Years Stronger Practice Hub during 2024 and haven't completed a feedback form, please scan the QR code and complete so we can share your feedback with the National Children's Bureau and the Department for Education. Many thanks.

Liverpool City Region and Beyond
Early Years Stronger Practice Hub

Feedback Form



Talking Time©



An intervention programme
empowering staff to enhance
oral language in the early years

Join the evaluation study!

Now recruiting in the
North West, Yorkshire
and Humber, West
Mindlands, East of
England and London.

Talking Time: free evidenced-based professional development to support nursery children's oral language

Early Years settings in Liverpool, Sefton, Knowsley and parts of Lancashire (Burnley, Rossendale and Chorley) are being offered an opportunity to take part in Talking Time© as part of an Education-Endowment Foundation-funded research study.

Talking Time© is a universal oral language programme for children aged 3-5 years, which includes evidence-based professional development for nursery staff. It supports Early Years practitioners to deliver engaging, structured small-group activities to children, and enhance their oral language through high-quality interactions and conversations. Talking Time© is designed to be used flexibly and adapted to suit individual children and settings. Settings will receive training and mentoring to support implementation, and develop their early years team's expertise in supporting early language.

Talking Time© was developed by leading academics at the University of Oxford and UCL Institute of Education, working closely with speech and language therapists and early education professionals. It has been shown to enhance children's oral language and staff practice in other research studies.

Visit the Talking Time website to find out more about the programme and how to get involved: bit.ly/49K8TFB

The Education Endowment Foundation

Self Regulation and Executive Function

educationendowmentfoundation.org.uk



The Education Endowment Foundation website has a new page in the Early Years Evidence Store that includes approaches and practices linked to Self Regulation and Executive Function in the EYFS. Evidence shows that educators can implement approaches that benefit young children's self-regulation and/or executive function. The EEF's Early Years Toolkit finds that self-regulation approaches may also be effective in promoting successful learning. Developing self-regulation and executive function are recognised as crucial parts of children's development across many areas of the Early Years Foundation Stage Framework. Self-regulation forms part of a child's 'personal, social, and emotional development' (PSED) in the EYFS. The 'characteristics of effective teaching and learning' in the EYFS describes some of the behaviours educators may observe as children develop self-regulation and executive function.

Ordinarily Available Provision in the EYFS

Amanda Quirk

Early Years Advisory Teacher at Generate Teaching Hub and Liverpool City Region and Beyond EYFS Stronger Practice Hub

Ordinarily Available Provision offers a range of universal inclusive activities, opportunities and strategies which will benefit everybody. This good practice will enable educators to support children with additional needs, without any formal diagnosis or specialist support. These documents promote thinking for reasonable adjustments that can be made to environments, activities, resources and interactions.

Each Local Authority has their own OAP, sometimes within other documents, so research may be needed! You would have to follow your LA recommendations, but I had a look at others for different ideas and possibilities.

All documents include guidance that need no specialist training to deliver. Each document is presented differently, but generally identify a possible barrier to learning and then offer ideas for support. While looking at different documents I found a lot of inspiration. Take some time to discover or revisit your OAP.

Follow the link to watch;

EYSEND National Seminar - Ordinarily Available Provision in the Early Years
(councilfordisabledchildren.org.uk)



Dingley's Promise

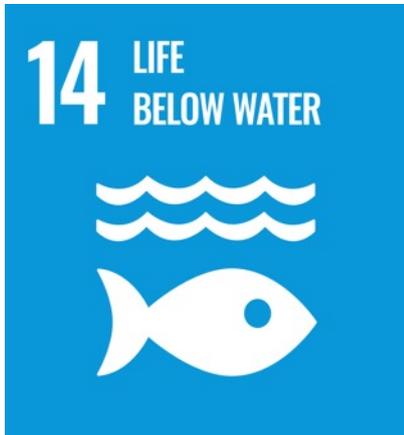
Are you aware of Dingley's Promise - Transforming the Early Years for child with SEND?

If not have a look on <https://dingley.org.uk/dingleys-promise-training/>

If you are based in Liverpool and wish to access any courses, let us know as these are free and we can provide you with a code to access the website and courses. If you are outside of Liverpool and are interested in Dingley's Promise, either contact Dingley's Promise directly and reference our Stronger Practice Hub or our sphubnw@evertoncentre.liverpool.sch.uk email for more details.

The Importance of utilizing beach Kindy through the inner and outer senses.

Dr. Diane Boyd



This newsletter celebrates the beach as an enabling environment that promotes sustainable thinking and quality practice. Early Years Practitioners should understand the relevance of place, community and locality beyond the gates of their setting. Place based learning draws on Bronfenbrenner (1978) theory which positions the child in the centre of concentric circles. Young children through experiential learning need to be aware of how they are ecologically connected to their world and through supportive quality practitioners (SDG 4 Quality Education) understand that actions (theirs and those of others) have an impact. Research demonstrates that fundamental values and attitudes are formed in early childhood, emphasising the importance of early childhood education. Research from UNESCO, (2024) highlights “*solid scientific evidence that early opportunities matter for child development outcomes.*”

Place based learning enables children to develop relationships with place, supporting the emergence of empathy and care for their world, both human and non-human, in a natural and organic way. The Early Years Foundation Stage (EYFS, DfE,2024, p10) states, children must “*foster their understanding of our culturally, socially, technologically and ecologically diverse world*”. The beach provides multiple opportunities to extend young children’s early numeracy and literacy, as well as strengthening their physical development. Early literacy through repeatedly using the correct terminology from the beach, such as ‘serragated wrack’ or ‘bladder wrack’, species of seaweed. Early numeracy with opportunities to sort and classify different types of shells or measuring crabs caught in the pools. Physical development (PD) through using real tools and making seashell necklaces with support from their quality practitioner. As the EYFS (DfE,2024) states in prime area PD, children must have both “*gross and fine motor experiences*” which can “*develop incrementally throughout early childhood, starting with sensory explorations and the development of a child’s strength, co-ordination and positional awareness.*”



Physical development incorporates their outer senses developing young children's balance, co-ordination and proprioception. The beach provides multiple opportunities for this, such as balancing along tree trunks thrown onto the beach by the tides, navigating up and down steps to the beach or staying upright on the slippery wet seaweed. Utilising the beach resonates with new research from the Education Endowment Foundation (EEF) on Physical Development, which states that it is important to *"provide a range of resources and environments."*



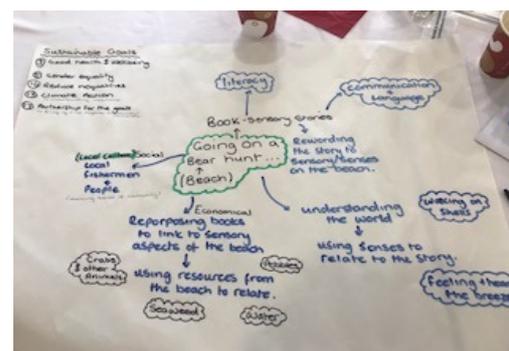
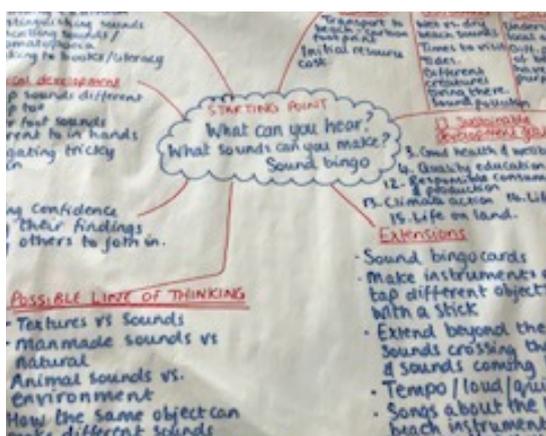
Over the last few months Beach School Taster sessions have been delivered through Liverpool City Region and Beyond Early Years Stronger Practice Hub on Crosby Beach, Liverpool and in Morecambe Bay, Lancashire for early years practitioners to experience place-based learning through a sustainable lens. The participants (a mix of childminders, nursery staff for early years and special needs, reception teachers and managers) engaged in both a theoretical understanding of place-based learning, as well as experiencing a practical session on the beach. It is important that practitioners experience the activities too, so they can understand the holistic nature of the task. The two beach locations provided different contexts for the practitioners reminding us of the diversity of our coastlines around Britain. Everyone initially just 'felt' the beach on arrival and wandered in awe like children, exploring and taking in their surroundings. Resources and activities were offered initially to try out and play engaging their five senses. The third and final session later in the month provided time to share their reflections from recreating the beach activities with their children and with the other participants. Drawing on the inner senses of hearing, tasting, feeling, seeing and smelling, the beach demonstrates the wonderful sensorial activities young children can do on the beach. Pictures and mind maps from reflections are included which were part of the third session. Mind maps are a good visual aid to share with children as they offer chances to go back and recap with their practitioner and extend their thinking further. Research from the EEF regarding Communication and Language Approaches reminds us that *"teaching and modelling vocabulary and language"* will *"support the linguistic aspects of communication"*.

Research from UNESCO, 2024 reminds us that all children must have "access to quality Early Childhood Care and Education" as it "matters for building a strong foundation and flourishing throughout life".

Listening/hearing - Early years text can be a provocation and one practitioner was drawing on the book *We're Going on a Bear Hunt* by Michael Rosen (1989 Walker Books) as inspiration. Research from EEF shows that "there is consistent evidence that reading to young children and encouraging them to answer questions and talk about the story with a trained adult, is an effective approach". Making their own class/ group big book *We're Going on a Beach Hunt*, was the aim of the extended thinking in this case. What was clear to all was the abundance of sounds the beach offers to both adults and children. This is why the initial quiet exploration time provides the chance to immerse yourself in the sounds from the coast, such as the reeds on the shoreline blowing and rustling together, or the reed warbler singing to everyone. Aural discrimination is an important precursor to early literacy, helping children to distinguish sounds and the beach provides many opportunities.



Other sound-related activities could be, for example, listening to their feet as they crunch over the shells and pebbles or the seagulls flying overhead, with one practitioner planning a sound bingo for the children. Additionally, children could either lie on the sand with their eyes closed and try to identify the human made beach sounds - traffic passing by, airplanes overhead or the Lifeguards racing across the beach on quad bikes. Or can they identify non-human sounds of different birds (Can you hear the difference between Sea gull and reed warbler?) or seals off the coast in their 'bobs' (collective noun). Introducing new vocabulary such as collective nouns is important, as research from the EEF highlights "quality communication and language approaches increase young children's learning by seven months".



Taste- The Northwest Coastline provides opportunities for children to taste indigenous biodiversity (SDG 15 Life on Land) with a diverse range of edible plants. For example, Wirral coastlines offer wild blackberries as a sweet alternative to the salty samphire of Morecambe Bay, with these tasting experiences generating new descriptive language and new tastes. Mix the tasting experiences with physical development - chopping and handling equipment as well as cooking the prawns caught locally off the bay with the marsh samphire.



Research what other edible plants can be harvested and eaten on your beach, as developing new knowledge will foster a love of their coastline. This will also help support an awareness of healthy eating (SDG 3 Good Health and Wellbeing) and alternatives to meat-based diets. Questions - have you tried Sea Purslane? Or Sea Spray or Sea Coriander? Links here to both SDG 15 Life on Land and SDG 14 Life below Water. **Smell-** When you first arrive on the beach let the children stop, close their eyes and take deep breaths to embrace the salty sea air. Deep breathing and learning to slow down and listen to your body are also a source of mindfulness (SDG 3 Good Health and Wellbeing). Foraging for, cooking and eating locally grown sea plants or sea life not only supports taste as a sensory experience but will also develop children's understanding of smell. Compare the different smells and do taste tests blind folded-let the children smell (and use all senses) and try to identify the plant aiding their discrimination ability. Ask questions - does sand smell salty? Important questions can be raised too regarding SDG 13 Climate Action - What smell does not belong on the beach regarding pollution and climate change? Does pollution have a smell? Is foam (human waste?) coming in on the tide smelly? Can children identify the difference between fresh water and salty sea water through smell? Is there a difference a different smell attached to stagnant sea water and if so, why? Challenge children to use their sense of smell.



Sight - The beach provides opportunities for both short- and long-range observations. Taking binoculars to the beach allows children a chance to watch from afar the local bird life wading or feeding. This can be followed up later with research observations of different beaks and how the birds extract their food from the sand.

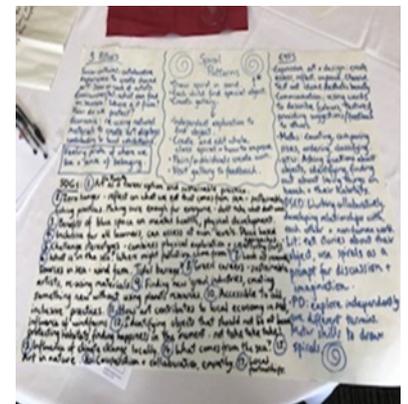
Children will also be able to observe closely both the natural phenomena such as environmental patterns in the sand, on shells in the rocks and pebbles or human patterns made by boots in the sand. Again, visual recording through mind maps provides opportunities to share thoughts with children - the example below was from a Morecambe Bay participant using



Spiral patterns on the beach as her initial provocation. Close observation of shells using visuals helps children to identify the different indigenous shells such as Razor Clams, or Cockle shells. This is again both early literacy and numeracy through the beach as EEF research states that early numeracy approaches increase children's learning by seven months. For example, one participant used the free resources provided by the beach training to discuss the different shells matching them to the printed picture.



Allowing the children to use cameras or Ipads/tablets to record special finds will provide many extensions through talking, drawing and recording, observing closely and using new vocabulary. These examples of imagery demonstrate close range photography of special beach finds. The children can use a range of mediums such as crayons, pastels, charcoal, pencils etc. to



recreate through observation of these 'special finds'. In this case, Sea Holly and a dead crab - both good starting points for discussions about their beach.

Using mini cameras attached to Ipads/tablets or phones so children can observe closely the biodiversity also offers children a chance to handle gently beach fauna and appreciate the gentleness and fragility of life. Touch - The beach provides plenty of experiences for children to use their hands sensorially both on/in the sand or back in your setting. One participant recreated the beach experience in a large tray filled with seaweed and shells in her nursery. She provided nets for them to play, and the children found the experience fascinating especially when sand fell out into the water from the shells, so this looked like the sea. But this small world experience allowed



the children to examine seaweed both dry and wet which provided more new vocabulary. On the beach the children have many different textures to feel and investigate. Consider sea holly with its prickly leaves or the rough texture of the stones covered in lichen. Help children to handle living creatures carefully to develop empathy for them, for example, crabs or prawns caught. We need to encourage children to be ecological and love their connections to their locality.





Using the beach will foster children's love and empathy for the beach (SDG 14 Life Below Water). If you are interested in attending a future Beach Taster session through Liverpool City Region and Beyond Early Years Stronger Practice Hub, we are aiming to repeat the training in September/October- Please look out in later newsletters for details or email SpHubNW@evertoncentre.liverpool.sch.uk for more details.



Childminding

June Cargill

Liverpool City Region and Beyond Early Years Stronger Practice Hub, Strategic Partner, Childminder Lead



CHILDMINDER DROP IN

Every Monday 9.30-11.30a.m. at Deysbrook Community Centre, Liverpool, L12 4XF.

and

Every Friday 9.30-11.00a.m. at Everton Nursery School and Family Centre, Spencer Street, Liverpool, L6 2WF.

If you attend a drop in or meet up with other childminders in your area, please let us know so we can advertise, allowing local childminder colleagues to attend, join in and network.

HANEN Learning Language and Loving It Programme - in development for Childminders

If you would like to be part of a working party with Communicate, Preston (who are remodelling the Hanen programme for childminders) let us know on the sph email.

WELLCOMM BAGS

If you are a Liverpool Childminder and wish to borrow a Wellcomm bag to use with your children, email the sph email as we can support you and loan a Wellcomm bag to you for a period of time.

Calling all SPH Network Members..... FREE Resource bags coming soon, funded by the SPH this is a fantastic opportunity for Childminders.



Each bag of carefully selected items will be a welcome addition to your setting which in turn supports your children's development.

Each resource bag is designed to be used individually, with a group of childminder colleagues and shared as a lending library.



In the next few weeks you can apply for resources that cover Communication and Language, Early Maths and Story Comprehension including a selection of various quality Story Sacks..

Also included will be Outdoor and Nature, Habitats and Musical Instruments bags.



Look out for the launch coming the end of April/early May depending on your location within Liverpool City Region and Beyond Early Years Stronger Practice Hub

Guidance for EY providers and practitioners and parents

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Playlist on Ofstednews YouTube channel

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